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tion of stories, and reports of work for morning exercises. Serving of luncheons on birthdays and holidays. Phonics games. Guessing games. Skips, runs, and gliding movements to music of  $\frac{3}{4}$ ,  $\frac{2}{4}$ , and  $\frac{4}{4}$  rhythms. Catch-ball, circle-ball, toss-ball, and dodge-ball. Hopping pull away. Cat and mouse. Nine-pins.

*Drawing and painting.*—Illustration of stories and lessons. Studies from plant and animal life. Landscape of changing seasons. Patterns and working drawings for things made and modeled.

*Writing.*—New words and sentences which are a necessary part of the learning of new subjects. Rapid writing of needed words in a "dictionary" as a help in written lessons. Records of work done in all subjects, either dictated to the teacher or written directly by the pupils. Rapid visualization and writing of words which have been mis-spelled.

*Reading.*—Directions for work, rules for cooking, dyeing, and making. Written records which are to be discussed. Simple written and printed stories relating to subjects studied. Picking out of stories, with help of teacher, by means of questions and thought analysis. Verses indicated under "Oral Reading." Texts for songs.

### THIRD GRADE.

GUDRUN THORNE-THOMSEN.

#### OUTLINE OF WORK FOR THE AUTUMN QUARTER.

THE basis for the work of the year is the community life of the children. The aim is to present the best conditions for the children to gain social experience, and to use this experience for the good of the community. To this end, the children will be organized into groups engaged in social activities.

Activities and occupations which will be carried on during the year are cooking; baking and preserving; care of domestic animals; chickens; gardening; a vegetable and flower garden; pottery; making of dishes, vases, statuettes, bas-reliefs; sewing; making of necessary articles for use in the school and at home: aprons, dusters, bags; woodwork: necessary apparatus, gifts for the home, toys. Other activities may be engaged in as necessity demands.

Knowledge matter: The children will be encouraged to acquire knowledge from every available source in order to carry on these activities in the most effective manner. For this purpose it will be necessary to visit factories and other places in the

vicinity where similar occupations are carried on; to study in museums various collections related to these industries; experiments; and to use books and pictures, as well as objects and specimens from the school museum. Each activity has a scientific and a social aspect; both will receive due attention.

Records of the children's work will be kept in the form of finished articles, collections of objects studied, written notes, essays, drawings, and paintings.

1. *Cooking*.—The preparation and cooking of foods, the serving of lunches, setting the tables, waiting at the table, and washing dishes are typical social occupations, thoroughly adapted to the physical and mental capabilities of the children of the third grade. In this work the children manipulate and choose materials, and have great opportunity for independent action. They feel the need of accuracy and neatness, and have every incentive to grow helpful and courteous. It makes a demand on the whole being, and is therefore one of the most educative activities of the school.

During the autumn quarter the children will make grape juice, put up jellies, make potato and corn soups, make bread and churn butter; and at Christmas time they will make barley candy and cookies. The activities relating to foods, both in the home and in the larger community, are most varied and full of lasting interest to children. Through his own occupation the child enters into a sympathetic relation with his surroundings, makes observations, and collects data to reinforce his own activity.

Subject-matter related to cooking :

(a) *History*: The farm. At least two visits will be made to a farm during the autumn quarter. Life and work of each member of the farm family. Farmer's care of animals. Study of the cow—habits, shelter, food, prehension of food; teeth, structure as adapted to function; chewing of cud. There will be an opportunity near the school to watch a cow closely, and to see her milked and fed; amounts of milk and butter used in a household per week, per month; the average yield of milk of one cow; amount of butter gotten from one gallon of cream. Present methods of threshing wheat and oats. The children will have the sheaves of wheat and invent methods of threshing and milling. Visits to mill.

REFERENCES: See Miss Rice's article in *ELEMENTARY SCHOOL TEACHER*, Vol. II, No. 4.

(b) *Geography*: A study of forms of land adapted to farming. The corn and wheat belt of the United States. Rainfall; slopes of land; work of rivers; underground water, springs. Means of study: Forms of land on all excursions; the brook basins at the north shore; work of rain wherever this may be noted. At the south shore a whole river-basin system on a small scale

may be studied. Children will mold in sand typical river basins; will see pictures and stereopticon views. Reading: Carpenter, *Geographical Reader*, "North America," "Indian corn and the corn belt;" *A Visit to a Great Wheat Farm*.

REFERENCES: See Miss Baber's article in *ELEMENTARY SCHOOL TEACHER*, Vol. III, No. 2.

(c) Science: Man's methods of distribution and collection of seeds for his own purposes. Nature's way of seed-dissemination. Proportion of number of seeds sown to number of seeds gathered. Water in fruit. Weigh fresh fruit, cut it into small pieces, and leave it to dry; when perfectly dry weigh again. The difference in weight represents the amount of water evaporated. Different members of the class will choose different kinds of fruit and compare results.

2. *Clay modeling, pottery*.—Making of dishes, vases, statuettes, bas-reliefs.

The farm animals which most interested the children will be modeled by them. These will be used in the model of a farm which the children are to work out in cardboard.

For Christmas gifts the children may choose from the following list, or suggest other articles: Vase, cup and saucer, paper-weight, pin-tray, ash receiver, napkin ring, postal card holder.

Children first work out their own plans in drawings or paintings, and next visit Burley's and other large china stores. After the visits the plans are often revised, and then the work in clay begins. Pictures and casts are used as means of study.

3. *Physical training*.—Outdoor sports and games, gymnastic exercises, dancing.

Subject-matter related to physical training. (a) History: Greek education and games, Spartan training, Olympic games. (b) Literature: Stories of Greek heroes which show that the perfection of the body was used in service; story of Phidippides, Leonidas, Theseus.

4. *Celebration of festivals and entertainments*.—Nothing in the school is of higher moral and intellectual value than the work done in preparing for the daily exercises, and for the celebration of the great festivals of the year. Spontaneity, the power of concentration, self-control, absence of self-consciousness, are qualities which grow out of this work. The children, stimulated by the desire to do something well for others, willingly give the close study of subject-matter that is required. The dramatic element which often enters into this work promotes freedom of action and a sense of responsibility.

For the daily exercises the children prepare reports of their work, poems, or simple dramatic representation of stories. For Thanksgiving and Christmas they have a part in a greater plan worked out by the whole school.

5. *Field work*.—Under this head comes work growing out of the children's

observations of nature, on their walks and trips in the immediate neighborhood. During the fall the children visit the south shore, the woods, a swamp, and perhaps the dunes. The work comprises a study of some phases of the relationship between soil, animal, and plant life, and the effect of the changes of season.

Subject related to field work: (a) Literature: Poems and stories of nature, as "I'll Tell You How the Leaves Came Down," by Susan Coolidge; "The Tree," by Björnsen; the Greek myths of Clytie and Melampus and the Snakes. (b) Geography: As the nature-study and geography often coincide in the primary grades, it seems immaterial what name is attached to the work. The climatic conditions, temperature, rainfall, sunshine, must be studied in order to help the child to realize cause and effect.

6. *Manual training*.—Construction of a chicken house, to hold five chickens; the children to work out size and shape; a working drawing to precede the work. For Christmas gifts the children may select from the following list, or suggest other articles: Book-rack, footstool, paper-knife, shelves, envelope rack.

7. *Art*.—The art work comprises clay-modeling, designing with crayon and water color, blackboard drawing, water-color painting. The art work is constantly used as a means of study and as thought expression derived from the activities of the school life.

Subjects for water-color painting: The landscape, fall flowers, and fruits. Blackboard drawing: Farm animals, illustration of stories, designing, decoration on Christmas presents.

8. *English*.—The third-grade pupils will feel a constant need for reading to gain information. The aim is to give particular attention to the reading and writing during this year, so that the pupils may get skill enough to read anything which is adapted to them, and to write easily records of their work and original stories.

In writing, the pupils need many words which they cannot spell. The teacher either writes them on the blackboard or the child looks them up in his "dictionary," a notebook in which each child writes the words he has misspelled or asked for in the previous lessons. This dictionary, consisting of words which the child actually needs and uses constantly, becomes a spelling-book, if so it may be called, and the children often take it home to learn the words.

Rules of grammar will be given whenever needed to correct oral or written language.

9. *Arithmetic*.—The work in the third grade will be conducted on the supposition that the children are living a community life. If they are actually doing things which have social value, they will gain accurate knowledge of the activities in which they are engaged and grow into right habits of living.

Whenever the children encounter a process which they do not know how to handle, the most economic way of treating that process is shown them.

After finding out the quick and easy way to add, subtract, multiply, and divide, a great many problems of the same nature are given to the children at school and for home work. In this way the children are constantly gaining facility and ease in the automatic use of numbers.

## FOURTH AND FIFTH GRADES.

GERTRUDE VAN HOESEN.

"Community life is the ideal of education, because it is the only ideal great enough to provide for the all-sided development of the individual."—*Colonel F. W. Parker.*

Under this ideal the basis of the work lies in the various activities of the school community—weaving, cooking, clay-modeling, manual training, metal work, gardening, gymnastics, and play. Each of these activities sends the children to the library, to the laboratory, to nature, for information, which may be classified as history, geography, science, or mathematics. In almost every case a demand is made for definite measurement, which necessitates the use of arithmetic.

*Textiles.*—The children will weave linen on a large loom, rugs on a large carpet-loom, smaller rugs on a hand-loom, silk or linen on a small hand-loom, and holders on a pasteboard loom.

Subject matter necessary: A. History: (1) the textile industries of Chicago; (2) the textile industries of the world; (3) the New England colony; (4) early explorers—Marco Polo, Columbus and Magellan.

The children will engage as far as possible in the actual work of the Puritan household.

1. They will weave and dye some of the material used.
2. They will make candles, both by dipping and using the molds.
3. They will prepare and cook the food used by the colonists.
4. Embroider designs in simple cross-stitch.
5. Dress Puritan dolls,

REFERENCES: Starr, *Stories of Indian Life*; A. M. Earle, *Child Life in the Colonial Days*; Alice Morse Earle, *Home Life in Colonial Days*; William Elliot Griffis, *The Boys of Scrooby*; *The Pilgrims in Their Three Homes*; H. C. Wright, *Children's Stories in American History*; *Children's Stories in American Progress*; N. Moore, *Pilgrims and Puritans*; H. A. Smith and S. T. Dutton, *The Colonies*; C. C. Coffin, *Old Times in the Colonies*; *The Story of Liberty*; *Stories of Industry*.

B. Geography: (1) geography of the Atlantic slope; (2) study of degradation and aggradation on the lakeshore and in the laboratory; (3) formation of coastal plains, of sunken rivers, and of river action; (4) study of the